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ABSTRACT

This document is a collection of materials used in a pre-student teaching practicum in language arts, in which each pre-student teacher is assigned to work with two or three children in the fourth or fifth grade for six lessons combining reading and writing with the use of the computer. The document also includes forms and questionnaires used in collecting data on the practicum from both pre-student teachers and grade school students, and explanatory papers sent to participating elementary school teachers. (SR)

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AN INTEGRATED LANGUAGE ARTS PRACTICUM

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LANGUAGE ARTS

WRITING READING

listening

speaking

spelling

literature

children's literature

word processing

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Susan Ramp Ridout

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CS212183

BEST COPY AVAILABLE

INDIANA UNIVERSITY SOUTHEAST
4201 Grant Line Road
New Albany, IN 47150

Dear IUS Student,

You are about to take part in an exciting adventure in learning. You will be assigned to two or three children in the fourth or fifth grade to whom you will teach Language Arts. You will be asked to combine writing and reading with the use of the computer to develop well-integrated lessons. You may plan with other IUS students who have children assigned to read the same stories, but you will teach each lesson on your own, except when team teaching seems appropriate.

Language Arts, when taught in the way proposed in this manual, will benefit children. It will also invigorate you, the teacher, as you realize you are applying new research-based ideas into the classroom.

Good Luck !!

Sincerely,

Dr. Susan Ridout
Dr. Carl deGraaf
Mrs. Jane Riehl

SRR/pj

Acknowledgement

We wish to express gratitude toward all who have contributed to this project. This includes: the faculty, staff, administration, and students of Galena Elementary School* for their cooperation; the Indiana University Southeast students for their creative application of these ideas; and Connie Atwood and Clay Evans for data handling. Appreciation is also extended to: Dr. John Newman and Cora Huffines for their assistance with statistical analysis; Patricia Jensen and Linda Shingleton for preparation of the manuscript; and David Lee for designing the cover.

CdG
JER
SRR

*Galena Elementary School is in Floyds Knobs, Indiana, and is part of the New Albany-Floyd County School Corporation.

Language Arts/Reading Intensive Notes

Each I.U.S. student will be assigned to 2 or 3 students at the fourth or fifth grade level. The I.U.S. pre-student teacher and his/her intermediate aged students will be a "cluster" and will remain together throughout the six lessons. Each lesson will be approximately 1 1/2 hours. The lessons will follow a DRA format and include: 1) some aspect of the writing process during each of the six days, 2) word processing at least four times, 3) one language experience, 4) one piece of children's literature, 5) one poem, 6) at least two activities based on one comprehension skill identified by the teacher (Two must be published and any other(s) may be original), 7) two activities based on the writing process (Two must be published and any other(s) may be original.)

I.U.S. students may share activities and plan with other I.U.S. students whose children have been assigned the same stories. The lesson plans and units must clearly identify all involved I.U.S. students. All final units must be word processed and include:

1. Clearly stated goals and objectives. Include goals and objectives for reading comprehension, reading/writing appreciation, the writing process, word processing, Logo, and any other area that seems appropriate. Unit goals and objectives may be written once on the top of the first page.

2. Four different published references used for activities. Two activities must be based on the writing process and two on the area of comprehension the teacher has identified. (Bring reference books to class and share the sources.)

3. Word processed lesson plans.

4. A one or two paragraph commentary at the beginning of the unit (written after your first lesson) that gives an overview of the strengths/weaknesses of the children. This should tell what areas you'll concentrate on during the next four lessons. Base this on a checklist, observation, and a comprehension pre-test.

5. A one or two paragraph summary of what you feel the children gained from the experience and what you gained. (Base this on a comprehension post-test activity, checklist and observations.)

Units may be no longer than seven pages. Activities should be placed in the DRA format where used. All activities must include: Title, skill area, domain, succinct description, and reference. (Place bibliographic entry with the activity. Do not use footnotes.)

Preliminary Notes

Before going to Galena Elementary School, students should have:

1) Identified and shared the published activities with classmates.
2) Written preliminary goals/objectives (Consider methodology for instructing students on spelling, grammar and creative instruction.)
3) Been trained in the use of word processing.
4) Been trained in the use of Logo.
5) Outlined the two stories in DRA format. (Not all parts can be definite as the children's needs will determine some of the steps. Even so, tentative motivational devices, vocabulary, questions, etc. can be determined.)
6) Observed reading and language arts in the assigned classroom for 1 hour. (Sept. 20 or 22nd)
7) Turned in the individual student observation. (This goes to Dr. Ridout.)

LANGUAGE ARTS/READING METHODS

Galena Assignment Information

Name _____ Teacher _____

Address _____ Grade _____

_____ Children _____

Phone _____ _____

_____

Level A O B

Classroom/instructional experiences:

Other experiences with children:

Hobbies/Activities/Organizations:

Instructions: Complete this form prior to your first observation at Galena Elementary School. Present this to your supervisor. Ask if she/he will identify your assigned children and perhaps suggest on which of the group members you should base your individual student observation.

Ridout.H: L.A.Read.

Grade_____ Teacher_____ DUE: 1 week before
(Child must be in your Reading group.)
Type of instruction_____
(reading groups, seatwork, computer work,
work centers, presentation)

INDIVIDUAL STUDENT OBSERVATION

Instructions: Record all movements, activities and statements of a given child (normally selected by the teacher). From your observations, determine any special teaching stragegies you may wish to employ while instructing this child.

Time	Child Behaviors

Beginning Time _____ Ending Time _____

Due one week before the first Language Arts/Reading Intensive begins.

RidoutG: Con.pupil.obs.

CHILD BEHAVIOR OBSERVATION SHEET

Time | Child Behaviors

Comments regarding this child: (Do not overgeneralize)

Teaching stragegies that you think will be appropriate for this child.

RidoutF2:Pupil.Observ.

Your Name_____

Grade Observed_____

Teacher_____

Area Observed_____

OBSERVATION LOG

Observe one hour in your assigned classroom. During this period observe: 1) Classroom management techniques; 2) innovative strategies; 3) motivational bulletin boards/games/work centers; 4) children's interactions/attitudes; etc.

RECORD OBSERVATIONS

OBSERVATIONS (continued)

What appears to be the best way to motivate the children in this class?

What new ideas/strategies did you learn about?

General Comments (if appropriate).

The Modified Directed Reading Lesson

The Directed Reading Lesson is based on the idea that there are pre-reading, reading, and post reading strategies/activities that need to be a part of a lesson. The idea is to prepare the reader for dealing with the text and then to follow the reading with purposeful activities that are related to the story. Following are the steps of the Modified Directed Reading Lesson and some examples of those steps.

1. Motivation: Motivate the students to want to read the selection. Stimulate their interest by showing a picture, singing a song, asking a question, showing the teacher's "Logo work", or providing a language experience activity.

2. Vocabulary Introduction. Identify words with which children may have difficulty either because they are new, they don't follow rules, or their concept load is difficult. Be creative in how vocabulary words are presented.

3. Purpose for Reading. Have the children read to find out about a character, plot, etc.

   Example: "Read to find out why Johnny left the ball field."

   "Let's see what happens after the hail storm."

4. Read. Students silently read the assignment.

5. Questions. The teacher should ask literal, interpretive and critical level questions. The children can create questions, too. A writing activity could easily be used in this step.

6. Purposeful Oral Reading. Select passages to orally read. Especially good are passages that may require a second reading due to their difficulty, or expressive passages that have a great deal of conversation. Poetic and descriptive paragraphs are also good.

7. Skills/Strategies. Tie in a reading skill/strategy that you are emphasizing. Make sure the skill/strategy fits the lesson and is not merely an isolated drill. This is a good time to do a writing activity that emphasizes a comprehension skill. Games/simulations/computer programs can be used here.

8. Extension. Creative comprehension is the focus in the step. Students should go a step beyond their reading lesson and integrate the reading lesson with other subjects. Research projects, art projects, Logo activities, and creative stories can be extensions.

Ridout.h:mdrl

Integration of Language Arts and the Writing Process

Through this teaching opportunity, you will experience integration of Reading and the Language Arts curriculum while using the computer.

Since children learn best in real-life situations, we will use the subjects and tools creatively to accomplish our goal.

For the writing activities, we will use a five step or stage Writing Process.

1. PREWRITING - getting ready to write, choosing a topic
2. DRAFTING - getting ideas on paper
3. REVISING - refine ideas
4. EDITING - complete in final form
5. SHARING - report or publish

Our emphasis will be on the Writing Process and the teaching of writing skills more than the finished product. The student will write a story and/or poem working through the Writing Process. During these steps children will experiment and use language.

Research supports the theory that children learn spelling and grammar through writing. In the revising and editing stages, the students will use and refine these skills.

One of the things students like least about writing is the necessity of correcting and recopying final draft. The computer is an excellent and effective tool to help solve these problems. Word processing skills will make these stages easier, faster and fun. With the addition of Logo, you will challenge your students to unlimited creativity.

misc.1:inte.l.a.

Agenda/Plan for Pfs Write Word Processing Workshop (60 minutes)

(Each student supplied with disks and computer station)

1. Instructions on inserting disks and turning on the computer/monitor will be given.

2. A discussion of the Pfs Write menu will be provided.

3. Each of the five major functions (Type/Edit, Define Page, Print, Get/Save/Remove, Clear) will be experienced by the students after brief instructions. The problems that are created by their lack of knowledge of the details will provide the discussion of special options and how to learn to use the five major functions. For example Inserting, Proofing, Deleting, Naming/Dating a document will each be explored when the problems are brought up.

4. Throughout the hour there will be an emphasis on knowing at all times where a document is located among the three possible locations (computer memory, on a storage disk, hard copy-paper).

5. Near the close of the workshop, a Pfs Write directions handout will be distributed and briefly reviewed. Some of the handout contains reminders of lessons already learned. The rest is comprised of suggestions and teasers for stimulation of future learning.

6. A final admonition will be given regarding the importance of practicing these new skills soon on an unimportant document.

Pfs WRITE DIRECTIONS

Reminders

1. When booting, put Pfs Write program disk in the correct size disk drive, your storage file disk in the other drive.

2. When using the five "flavors," select any number and then touch return to choose; use escape to get a different choice, i.e., back to the Main Menu.

3. Need help? Use Apple H, see Manual or consultant in lab.

4. When editing, consider using "Apple I" at all times.

5. To correctly use Get/Save/Remove, you must use the storage file disk name for the prefix.

6. When proofing, the Dictionary Disk must be available, cursor must be at beginning of document, then use "Apple V" to begin.

7. When printing, select the correct "flavor," making sure the "route" to printer is clear, that it's on and selected for use.

Suggestions

Try these functions to enhance your skills

"Apple B" for boldface type
"Apple F" for format line
"Apple T" for multiple tabs
"Apple S" for search (and replace)
"Apple U" for underline

Other interesting questions

How can you double space?
How can you number pages?
Can you use headings and footings?
What needs to be done to type on mimeograph paper?
How do you justify the right side?
How can individual files be dated?
Can you merge or insert one document into another?
Can a paragraph be moved to a new location?

Agenda/Plan for Logowriter Workshop (90 minutes)

(Each student supplied with disks and computer station.)

1. Instructions on inserting disk and turning on the computer/monitor will be provided.

2. An overview of the philosophy and use of Logo will be given as a background.

3. Directions for using the contents page will be given and a new page selected.

4. On a new page the student will experience the use of Turtle Graphics Commands such as Forward, Backward, Right Turn, and Clear Page. The task here will be to create a box.

5. After creation of a graphic box from the command center, the use of the flip side of a page, word processing, and procedure building will be explained. The task here will be to build the procedures box, bunch of boxes, and colored bunch of boxes.

6. Techniques for naming pages (i.e., saving) will be explained and experienced.

7. Near the end of the workshop, handouts which contain Logowriter commands used in the workshop and suggestions for experimentation will be distributed. Additionally it will be suggested that the students use the primary and intermediate activity cards to gain experience.

8. Final admonitions regarding practice, making mistakes so as to solve problems, and sharing with others will be given.

degraafb:galeninfo

Turtle graphics commands:
(The command is indicated by -)

Moving

-forward
 fd
 moves the turtle forward

-back
 bk
 moves the turtle backwards

-setpos
 moves the turtle to a position on the page. The position is given in x-y coordinates (0 0) is the center of the screen).

Turning

-left
 lt
 turns the turtle to the left

-right
 rt
 turns the turtle to the right

-seth
 sets the turtle's heading

The Pen

-pd
 puts the pen down

-pu
 lifts the pen up

-pe
 puts the eraser down

-px
 puts the reversing pen down. The turtle erases where there are lines, and draws where there aren't.

Color

-setc
 sets the color of the turtle and its pen

-setbg
 sets the background color

Fancy Stuff

-fill
 fills a closed shape, or the whole page, with color

-shade
 fills a closed shape, or the whole page, with copies of the turtle's shape

Other commands to experiment with:

Housekeeping
-clean
-cc
-cg
-cp
-ct
-erpage"
-getpage (gp)"
-namepage (np)"

Other graphics
-home -st
-label -ht
-setsh -stamp
-shape

Keys with special uses
brackets
escape
quotation marks
help key
turtle move keys
flip keys
label keys
return

Defining procedures
-to -end

Words to know
primatives program
procedure command center

Word processing command keys:

Moving the cursor

Commands	Keys
-cf moves the cursor forward	
-cb moves the cursor backward	
-cu moves the cursor up	
-cd moves the cursor down	
-top moves the cursor to the top of the page	apple
-bottom moves the cursor to the bottom of the text on the page	apple

Cut, copy, and paste

Commands	
select key	apple 1
cut key	apple 2
copy key	apple 3
paste key	apple 4

stop apple s
press the stop keys to stop selecting

degraafb:othercommands

I.U.S. Student(s)_____
_____
_____

Grade: _____

GOALS OF LANGUAGE ARTS/READING INTENSIVE

Include goals on comprehension, writing, and reading appreciation, the writing process, word processing, Logo, and any other area that seems appropriate.

Number	Goals

Ridout.H: Lessonplan

Lesson Plan Information

1. PSTs may plan lessons as a group.

2. Copies Needed:

   a. one for Galena Teacher (turn in only one for the PST group)

   b. one for IUS instructors (turn in only one for the PST group)

   c. one copy for each PST

3. Place PST personal copy beside the work area in Galena classroom. Attach PST self evaluation sheet to back of PST personal plan.

4. Place current lesson plan on top of previous plan. (Make a bundle.)

5. Paper clip/staple Student Profile for Language Arts/ Reading Intensive to the back of lesson plans.

6. Post evaluate each lesson on PST personal copy . This is to be done immediately following teaching experience.

RidoutG: shortnotes

PST _____
name

PST Self Evaluation Sheet

Attach to personal PST lesson plans. Evaluate immediately following daily teaching experience. This must be done on an individual basis.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

RidoutG:shortnotes

LESSON PLAN

Date: _____

Grade_____
L: A O B

Galena Students

IUS Student(s) _____ _____
_____ _____
_____ _____

Goal(s): # # # #
Lesson Objectives:

Matls.	Approx. Time/Place	DRA Step	Procedure

Ridout.H: Lessonplan

LESSON PLAN

Date: _____

Grade_____
L: A O B

Galena Students

IUS Student(s)_____ _____
_____ _____
_____ _____

Goal(s): # # # #
Lesson Objectives:

Matls.	Approx. Time/Place	DRA Step	Procedure

Ridout.H: Lessonplan

LESSON PLAN

Date: _____

Grade_____
L: A O B

Galena Students

IUS Student(s)_____ _____
_____ _____
_____ _____

Goal(s): # # # #
Lesson Objectives:

Matls.	Approx. Time/Place	DRA Step	Procedure

Ridout.H: Lessonplan

LESSON PLAN

Date: _____

Grade_____
L: A O B

Galena Students

IUS Student(s)_____ _____
_____ _____
_____ _____

Goal(s): # # # #
Lesson Objectives:

Matls.	Approx. Time/Place	DRA Step	Procedure

Ridout.H: Lessonplan

LESSON PLAN

Date: _____

Grade_____
L: A O B

Galena Students

IUS Student(s) _____ _____
_____ _____
_____ _____

Goal(s): # # # #
Lesson Objectives:

Matls.	Approx. Time/Place	DRA Step	Procedure

Ridout.H: Lessonplan

LESSON PLAN

Date: _____

Grade_____
L: A O B

Galena Students

IUS Student(s)_____ _____
_____ _____
_____ _____

Goal(s): # # # #
Lesson Objectives:

Matls.	Approx. Time/Place	DRA Step	Procedure

Ridout.H: Lessonplan

STUDENT PROFILE FOR LANGUAGE ARTS/READING INTENSIVE

Small Group Management

The student:	1)	had materials organized,	1 2 3
		moved small group quickly and quietly, and started instruction.	1 2 3
	2)	kept children on task while maintaining children's interest and cooperation.	1 2 3

Lesson Planning

Lesson plans:	3)	were appropriate and creative.	1 2 3
	4)	were properly implemented	1 2 3

Personal Characteristics

The student:	5)	was a competent and contributing team member.	1 2 3
	6)	used his/her voice properly.	1 2 3
	7)	used appropriate grammar.	1 2 3
	8)	had an enthusiastic approach to teaching.	1 2 3

Total (24 pts.) _____

RidoutG:Profile

CRITERIA SHEET FOR UNIT

The Unit includes:

1. Clearly written goals and objectives (listed on page one.) 1 2 3

2. Four published activities (two based on reading comprehension/two based on the writing process) List titles of books used. 1 2 3

Writing	Reading Comprehension
_____	_____
_____	_____

3. Activities that include all required components (as identified on the page titled, the Language Arts/Reading Notes.) 1 2 3

4. All steps of the DRA that are clearly identified; all steps of the lesson plan are easy to follow. 1 2 3

5. Overview paragraph at the beginning and a summary paragraph at the end that is succinctly and clearly written. 1 2 3

6. Day by day lesson plans (not to exceed 2 pages) 1 2 3

7. One poem, one piece of children's literature, and one language experience. 1 2 3
   List Title of:
   Poem _____
   Children's literature selection _____
   Language experience topic _____

8. Pages that lack grammatical, typographical and spelling errors and give an overall professional appearance. 1 2 3

9. References for basals, children's literature, word processing programs, etc. (These are <u>not</u> your activities.) 1 2 3

_____

27 points

DATA COLLECTION: I.U.S. STUDENTS

STUDENT'S INFORMAL CONSENT PROCEDURE

(IUS professors say) "We are collecting some information about Language Arts, Reading and Computers. You will be helping us by answering some questions."

"We do not want you to identify yourself by writing your name on the form, but we do need your permission to look at your answers. If you are willing to answer our questions, please sign this paper. You are not required to participate."

I.U.S. STUDENT CONSENT FORM

I am willing to answer some questionnaire items about literacy. I understand I will not be identified by name, and I do not have to participate.

Number _____

Beginning

I.U.S. Questionnaire

1.

A	B
Male	Female

2.

A	B
Traditional	Non-traditional
18-24	25 or older

3. How much do you know about computers?

A	B	C	D	E
A know nothing	I know a little	I know some	I know quite a lot	I have expertise

4. Have you ever used Logo before?

A	B
Yes	No

5. Have you ever written a story using a word processor?

A	B
Yes	No

6. We will be using the computer as part of your Reading and Language Arts lessons. How does this make you feel?

A	B	C	D
Very happy	Happy	Unhappy	Very unhappy

7. How often have you used a computer during the last year?
   A. Never
   B. Only a few times
   C. At least once a month
   D. At least once a week
   E. Several times a week

8. You will be asking each child to create and write his/her own stories. When you do this, do you think each child should be allowed to let other children help him/her create the ideas for the stories?

A	B	Why do you think this?
Yes	No	_____

9. You will be asking each child to create and write his/her own stories. When you do this, do you think each child should be allowed to let other children help him/her with spelling and punctuation?

A	B	Why do you think this?
Yes	No	_____

10. Have you ever used word processing before?

A	B
Yes	No

Do you know how to do the following operations on a word processor?

11. Type a line?

A	B
Yes	No

12. Add a new word to a line (insert)?

A	B
Yes	No

13. Take out a word in a line (delete)?

A	B
Yes	No

14. Move paragraphs?

A	B
Yes	No

15. Describe what it takes to make a good story?

16. Describe what it takes to make a good reading lesson?

Number _____

Final
5th Intensive

I.U.S. Questionnaire

1. Rate how much you liked/disliked using word processing to write stories.

A	B	C	D
I thoroughly enjoyed it	I liked it	I disliked it	I disliked it immensely

2. Would you prefer writing stories using the computer or writing them using a pencil and paper?

A	B	Why?
Computer	Pencil and paper	_____

3. Rate how much you liked/disliked using Logo.

A	B	C	D
I thoroughly enjoyed it	I liked it	I disliked it	I disliked it immensely

4. How much do you know about computers?

A	B	C	D	E
I know nothing	I know a little	I know some	I know a lot	I have expertise

5. How did you feel using the computer as part of your Reading and Language Arts lessons?

A	B	C	D
Very happy	Happy	Unhappy	Very unhappy

6. When writing a story, do you think each child should be allowed to let other children help him/her create the ideas for the stories?

A	B	Why do you think this?
Yes	No	_____

7. When writing a story, do you think each child should be allowed to let other children help him/her with spelling and punctuation?

A	B	Why do you think this?
Yes	No	_____

Do you know how to do the following operations on a word processor?

8. Type a line?

A	B
Yes	No

9. Add a new word to a line (insert)?

A	B
Yes	No

10. Take out a word in a line (delete)?

A	B
Yes	No

11. Move paragraphs?

A	B
Yes	No

12. Type a line?

A	B
Yes	No

13. Describe what you had to think about while using Logo.

14. Describe what it takes to make a good story?

15. Describe what it takes to make a good reading lesson?

DATA COLLECTION: GALENA STUDENTS

INDIANA UNIVERSITY SOUTHEAST

Division of Education

Dear Parent,

During the month of February, I.U.S. Elementary Education students taking Language Arts and Reading Methods will be doing a practicum in the fourth and fifth grades at Galena Elementary School.

During the seven times our students will be there, reading writing, and computer activities will be incorporated into the lessons taught. We will also survey the children twice so we can gain insight into the literacy needs of children this age. These questionnaires about writing and computer use will be administered on February 13 and 27.

When the surveys are tabulated, your child will not be identified by name. Even so, as with any research gathered by IUS faculty, we must have your permission to let your child participate. If, for some reason, you do not wish your child to participate, please notify the classroom teacher.

We look forward to seven exciting days at Galena Elementary School. For more information, please contact us.

Sincerely,

Susan Ramp Ridout, Ph.D.
Carl deGraaf, Ph.D.
Jane Riehl, Lecturer in Education

GALENA STUDENTS' INFORMAL CONSENT PROCEDURE

(IUS Practicum Student will say to Galena students)

"My teachers are collecting some information about Language Arts, Reading and Computers. You will be helping them by answering some questions."

"My teachers do not want you to identify yourself by writing your name on the form, but they do need your permission to look at your answers. If you are willing to answer these questions, please sign this paper. You are not required to participate."

GALENA STUDENT CONSENT FORM

I am willing to answer some questions related to Language Arts, Reading and computers.

I understand I do not have to participate.

Name _____

Date _____

Number _____

Beginning

Galena Questionnaire

1. What grade are you in?

A	B
4th	5th

2. Are you a boy or a girl?

A	B
Boy	Girl

3. What is your favorite subject?_____

4. How much do you know about computers?

A	B	C	D	E
I know nothing	I know a little	I know some	I know a lot	I know a whole lot

5. Have you ever used Logo before?

A	B
Yes	No

6. Have you ever written a story using the computer?

A	B
Yes	No

7. We will be using the computer as part of your Reading and Language Arts lessons. How does this make you feel?

A	B	C	D
Very happy	Happy	Unhappy	Very unhappy

8. How often have you used a computer during the last year?

A. Never
B. Only a few times
C. At least once a month
D. At least once a week
E. Several times a week

9. When you write a story for a class assignment, do you think it is o.k. to have another student help you create the ideas?

A	B	Why do you think this?
Yes	No	_____

10. When you write a story for a class assignment, do you think it is o.k. to have another student check your spelling and punctuation?

A	B	Why do you think this?
Yes	No	_____

11. Have you ever used word processing before?

A	B
Yes	No

Do you know how to do the following things on a computer?

12. Type a line?

A	B
Yes	No

13. Add a new word to a line (insert)?

A	B
Yes	No

14. Take out a word in a line (delete)?

A	B
Yes	No

15. Move paragraphs?

A	B
Yes	No

16. Describe what it takes to make a good story?

Number _____

Final

Galena Questionnaire

1. Rate how much you liked/disliked using word processing to write stories.

A	B	C	D
I really liked it	I liked it	I did not like it	I really did not like it

2. Would you prefer writing stories using the computer or writing them using a pencil and paper?

A	B
Computer	Pencil and paper

Why?_____

3. Rate how much you liked/disliked using Logo.

A	B	C	D
I really liked it	I liked it	I did not like it	I really ded not like it

4. How much do you know about computers?

A	B	C	D	E
I know nothing	I know a little	I know some	I know a lot	I know a whole lot

5. How did you feel using the computer as part of your Reading and Language Arts lessons?

A	B	C	D
Very happy	Happy	Unhappy	Very unhappy

6. When you write a story for a class assignment do you think it is o.k. to have another student help you create the ideas?

A	B
Yes	No

Why do you think this?
_____

7. When you write a story for a class assignment do you think it is o.k. to have another student check your spelling and punctuation?

A	B
Yes	No

Why do you think this?
_____

Do you know how to do the following things on a computer?

8. Type a line?

A	B
Yes	No

9. Add a new word to a line (insert)?

A	B
Yes	No

10. Take out a word in a line (delete)? A Yes B No

11. Move paragraphs? A Yes B No

12. Describe what it takes to make a good story.

13. Describe what you had to think about while using Logo.

GALENA TEACHERS' PAPERS

INDIANA UNIVERSITY
SOUTHEAST

4201 Grant Line Road
New Albany, Indiana 47150
(812) 945-2731

Dear Galena Partners in Education:

Thank you for agreeing to participate in this unique opportunity for our students to integrate computer usage into the Language Arts. We appreciate your willingness to work with, model for, and evaluate our students.

With this letter you will find: a group assignment sheet; a calendar and list of our schedule; and a sheet to identify teaching and observation times. Please complete the assignment sheet and the time schedule and return to the I.U.S. mailbox.

We are looking forward to this semester in your classrooms.

Sincerely,

Carl de Graaf
Susan Ridout
Jane Riehl

SRR/pj

Enclosures

TEACHERS' CHECKLIST/ASSIGNMENTS FOR I.U.S.

Teacher's Name _____

Grade _____

Basal Publisher _____

Please cluster your children by ability.
(Put two or three children in each cluster.)

Comprehension Areas
(Please choose one per level from this list):
1) getting the main idea
2) making inferences
3) categorizing
4) drawing conclusions
5) evaluating/applying

Above grade level

Stories: _____ _____
Comprehension Area: _____

1	2	3	4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Average

Stories: _____ _____
Comprehension Area: _____

1	2	3	4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Below grade level

Stories: _____ _____
Comprehension Area: _____

1	2	3	4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other: If students are more than one grade level above or below your grade, please cluster those children in this space. Identify reading levels.

1	2	3	4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Reading Level: _____ Reading Level: _____ Reading Level: _____
Comp. Area: _____ Comp. Area: _____ Comp. Area: _____

Ridout.H: L.A.Read.

Riehl

LA/READING CALENDAR
Spring 1990

Tuesday	Thursday	Friday
Jan. 9 * R Chapter 1	11 *LA - R Chapter 2	12 9:00-10:30 or 10:30-12:00 Pfs Write-1:00 Placemt
16 *Reading	18 *LA Ch. 6, 7	20 Observe at Galena Students not in Social Studies
23 LA Ch. 8, 9	25 LA	26 Logo Workshop 9-10:45 or 11-12:30 Observe at Galena 1:00 Time Management
30	Feb. 1 *LA 2 articles critiques due Ch. 10, 11	2 Gheens 9:30-12:00
Feb. 6	8 *LA Mid-term Planning	9 Computer Workshop 9:00-12:00
13 Planning at Galena Draft due Interviews	15 Lab Experience Galena	16 Lab Experience Galena
20 Lab Experience Galena	22 Lab Experience Galena	23 Lab Experience Galena
27 Lab Experience Galena	March 1 *Class sharing	2
March 6	8	9
<-----------	----Spring Break---------	---------->
13 LA Ch. 12	15 LA	16 Project Learning Tree Workshop
20 LA Units due 12:00 noon Ch. 3, 13	22 LA	23
27 LA Ch. 4, 5	29 LA List 2 articles Critiques due	30 Project Wild Workshop
April 3 *Reading	5 *LA Mini lessons	6
10 LA Ch. 14, 15	12 LA	13
17	19 *LA Final	20
23 *Closing	25 *Closing	27

*On these dates ALL students must attend (no matter which section they are in.)

parttime4:riehlcalendar

Dates to Remember

December 14, 1989 - Return observation times

January 8, 1990 - Return assignment sheet with changes

January 20, 1990 - I. U. S. observations (1 hour per I. U. S. student)

January 26, 1990

Interviews: February 13

Intensive Sessions: February 15, 16, 20, 22, 23, and 27.

ASSIGNED TIMES

Please identify a 1 1/2 hour time period for the I.U.S. students to work with your students. (Note: This semester many of our students will have a 1:00 p.m. Elementary Education class on campus so they'll need to teach as early as possible. This will allow them time to evaluate the days lesson and write their new lesson plans. Also, Steve Smith has been kind enough to allow us use of their computers between 9:00 and 10:30. Therefore if two or three of you can start as soon after 9:00 as possible (9:15?), more computers will be available for the children.

OBSERVATION TIMES

January 20 _____

January 26 _____

Teaching Times (for all six sessions) _____(1 1/2 Hours)

RidoutG: shortnotes

INDIANA UNIVERSITY
SOUTHEAST

4201 Grant Line Road
New Albany, Indiana 47150
(812) 945-2731

Dear Galena Partners in Education:

We want to express our most sincere thanks for assisting us in our mission to create quality teachers. Our students learned so much from their experiences with your students and from their encounters with and comments from you.

We are looking forward to another semester at Galena Elementary. You truly are an exemplary faculty.

Sincerely,

Carl de Graaf
Susan Ridout
Jane Riehl

SRR/ph

Enclosures